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Assessing Pedagogic Competence through Qualitative Inquiry: Insights from Evaluation Practices in Secondary Education

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Assessing Pedagogic Competence through Qualitative Inquiry: Insights from Evaluation Practices in Secondary Education

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Abstract

This study investigates teacher pedagogic competence in evaluating student learning outcomes through a qualitative field approach. Data were collected via structured interviews, participatory observation, and document analysis in secondary education settings. Thematic analysis, guided by Miles and Huberman's interactive model, was employed to identify patterns in evaluation practices. Credibility was ensured through triangulation of methods and sources, prolonged engagement, and peer debriefing. Findings indicate that teachers demonstrated high levels of pedagogic competence in aligning assessment tasks with learning objectives, utilizing formative and summative methods across cognitive, affective, and psychomotor domains. Evaluation practices incorporated differentiated instruction and contextualized learning tasks, though implementation was moderated by variations in student preparedness. Institutional collaboration and curriculum support emerged as key enabling factors. This study contributes to research on assessment literacy by elucidating how pedagogical competence is operationalized through real-world evaluation practices in secondary education.

Introduction

The quality of any education system is closely connected to the skill of its teachers. Pedagogic competence, which is a teacher's total ability to manage the learning process, is a fundamental part of effective teaching and a key factor in student success. This competence is not a single, uniform quality but a complex idea with many parts. It includes understanding students, creating good lesson plans, using effective teaching methods, and, most importantly, evaluating student learning (Ansori, 2020; Ciddi, 2025; Çakır et al., 2019). The importance of this skill is highlighted in national policies around the world (Öztürk, 2023). For example, Indonesia's Law No. 14 of 2005 on Teachers and Lecturers requires that all professional teachers have pedagogic, personal, social, and professional competencies (Pamungkas et al., 2023). Among these, pedagogic competence is very important because it directly guides the interactions between teachers and students in the classroom, making it essential for reaching educational goals. The current situation in research shows a general agreement on the importance of pedagogic competence. Early studies worked to define its different parts and show its connection to teacher effectiveness. Current research, however, has moved to more specific questions. It now investigates how this competence is used in different educational settings and subjects (Blömeke & Jentsch, 2021). An important part of this modern research looks at assessment literacy—the skills teachers use to measure and help student progress.

In this view, evaluation is not just the final step but a repeating process that gives information to and helps shape all other teaching activities (Carless & Winstone, 2023). Past research has consistently shown a strong positive link between a teacher's ability to use high-quality assessment and the academic success of students, particularly through the development of student feedback literacy (Carless & Boud, 2018). For this reason, understanding how teachers learn and use their evaluation skills continues to be a central topic in educational research.

While many studies have shown the importance of pedagogic competence, much of this research has used quantitative methods. These studies often connect teacher qualifications or test scores to student performance. However, more detailed, qualitative studies are needed to explain how pedagogic competence is put into practice in the daily work of a classroom (Creswell & Poth, 2018). Specifically, there is a gap in understanding the complex ways teachers use their knowledge of assessment to create practical and appropriate evaluation methods. This gap is especially important in education systems that are experiencing widespread changes, such as Indonesia's move to the Kurikulum Merdeka (Independent Curriculum). This new curriculum model focuses on differentiated instruction, student-centered learning, and complete assessment. This creates new challenges for teachers to design evaluations that are both flexible and comprehensive, shifting the focus from assessment of learning to assessment for learning (Winstone & Boud, 2020). This change requires a closer examination of how teachers adjust their evaluation practices to fit these new teaching approaches.

This research aims to fill this gap by showing the results of a qualitative study on the evaluation practices of secondary school teachers in Indonesia. The main focus of this research is to analyze the pedagogic competence of Islamic Education teachers in evaluating student learning outcomes at Madrasah Aliyah Negeri (MAN) 2 Kota Makassar. This study provides a detailed description of how teachers' pedagogic competence is shown through the specific methods they use to evaluate student learning in the cognitive, affective, and psychomotor areas. Using an interpretive approach, this research uses structured interviews, participatory observation, and document analysis to understand the complexities of assessment in a real-world context. The results show that teachers at this school had a high level of skill in matching assessment tasks to learning goals and using a mix of formative and summative methods. However, the success was often influenced by local factors, such as student readiness and the amount of support from the school. By making clear the practical details of assessment, this study offers important insights into teacher competence and assessment literacy. It gives a perspective based on real data of how teaching principles are carried out in the active environment of a modern Islamic secondary school.

Method

This section outlines the methodological approach used to investigate the pedagogic competence of teachers in evaluating student learning outcomes.

Research Design

This study employed a qualitative descriptive research design. The primary goal of a qualitative approach is to understand a phenomenon from the participants' perspective in its natural setting (Creswell & Poth, 2018). This

design was chosen for its strength in providing a rich, in-depth description of how teachers implement evaluation practices in their daily teaching. The research was conducted as a field study, allowing the researcher to directly observe, interact, and gather data within the school environment. This direct engagement is essential for capturing the contextual nuances of teacher competence that quantitative methods might overlook.

Research Setting and Participants

The research was conducted at Madrasah Aliyah Negeri (MAN) 2 Kota Makassar, a state Islamic secondary school in Indonesia. This site was selected because it represents a dynamic educational institution that is actively implementing the national curriculum reforms, making it a relevant context for studying contemporary pedagogical practices. The participants were purposively selected and included key informants who could provide rich information on the research topic. The primary participants were eight Islamic Education teachers responsible for subjects such as Akidah Akhlak (Morals and Creed), Fiqih (Islamic Jurisprudence), Qur'an Hadits (Qur'an and Prophetic Traditions), and Sejarah Kebudayaan Islam (History of Islamic Culture). Additionally, the Head of Madrasah and the Vice Head for Curriculum were included to provide institutional and administrative perspectives.

Data Collection Techniques and Instruments

To ensure a comprehensive understanding of the phenomenon, data were collected using multiple techniques. The primary methods included:

1. **Structured Interviews:** In-depth interviews were conducted with all participants to explore their understanding, strategies, and challenges related to evaluating student learning. A structured interview guide with open-ended questions was used as the main instrument to ensure all key topics were covered consistently, while also allowing flexibility for follow-up questions to probe deeper into participants' responses.
2. **Observation:** Direct, non-participant observation was conducted during classroom sessions to witness firsthand how teachers applied their evaluation strategies. An observation sheet was used to systematically record teacher behaviors, student interactions, and the use of assessment tools during the learning process.
3. **Document Analysis:** Relevant institutional and teacher-produced documents were collected and analyzed to corroborate and supplement data from interviews and observations. A document checklist guided the collection of materials such as official curriculum guidelines, teacher-made lesson plans, assessment instruments, and student learning outcome reports.

Data Analysis Technique

The data collected were analyzed using a thematic analysis approach, following the interactive model proposed by Miles and Huberman (1994). This model consists of three concurrent activities:

1. **Data Reduction:** This initial step involved selecting, focusing, simplifying, and transforming the large

volume of raw data from interview transcripts and field notes. The data were coded to identify key concepts, which were then sorted into potential themes related to teachers' pedagogical competence and evaluation practices.

2. **Data Display:** The reduced data were organized into structured formats, such as matrices, charts, and networks. This systematic display helped to visualize patterns, connections, and relationships within the data, making it easier to draw coherent conclusions.
3. **Conclusion Drawing and Verification:** In the final stage, conclusions were drawn based on the displayed data. These emerging conclusions were continuously verified by revisiting the data throughout the research process to ensure they were well-supported and accurately reflected the reality of the participants' experiences.

Results

The analysis of data from interviews, observations, and documents revealed several key themes regarding the pedagogic competence of Islamic Education teachers in evaluating student learning outcomes at MAN 2 Kota Makassar. The findings are presented in three main areas: (1) teacher competence in the planning and design of evaluations, (2) the implementation of evaluation across cognitive, affective, and psychomotor domains, and (3) the enabling and constraining factors that influence evaluation practices.

Teacher Competence in Planning and Designing Evaluation

The findings indicate that teachers possessed a strong capacity for planning and designing student evaluations that were aligned with the principles of the Kurikulum Merdeka. This competence was evident in two primary, interconnected activities: developing a deep understanding of student characteristics and designing comprehensive, well-structured assessment instruments. This planning phase was viewed by teachers as a critical foundation for effective evaluation.

First, teachers demonstrated a significant commitment to understanding the unique characteristics of their students, moving beyond surface-level observations. They employed multiple, systematic methods to gather this information. This included direct observation of student behavior and interaction during classroom activities, informal interviews to understand student interests and challenges on a personal level, and the institutional use of diagnostic tools, such as psychological tests and learning style questionnaires administered to all new students. This multi-faceted diagnostic process allowed teachers to map out the diverse academic, social, and emotional profiles within their classrooms. One teacher noted, "To understand my students, I use observation and interviews. This helps me identify their unique potentials and create a learning environment that fits their needs. We cannot treat all students the same way." This foundational understanding was crucial as it directly informed their ability to differentiate instructional strategies and tailor assessment tasks to accommodate varying levels of readiness and learning preferences, a core requirement of the Kurikulum Merdeka.

Second, teachers showed high competence and a meticulous approach to designing learning and assessment plans

(Perangkat Ajar). This was not an isolated activity but a structured process that began with a careful analysis of the national learning outcomes (Capaian Pembelajaran) to formulate clear, measurable learning objectives (Tujuan Pembelajaran). Based on these objectives, teachers collaboratively designed a full suite of assessment instruments. This collaborative work was formally facilitated through the Subject-Teacher Forum (Musyawarah Guru Mata Pelajaran or MGMP), which teachers described as an essential platform for professional dialogue and quality control. This approach ensured that the assessment tools were consistent across different classes and of high quality. Document analysis of these plans confirmed that teachers prepared a variety of instruments tailored to different learning objectives. These included traditional written tests for knowledge recall, detailed observation checklists for practical skills like Quranic recitation, and sophisticated rubrics to evaluate complex, project-based assessments, reflecting a truly comprehensive and thoughtful approach to evaluation design.

Implementation of Evaluation Across Learning Domains

Teachers at MAN 2 Kota Makassar effectively implemented evaluation strategies across all three learning domains: cognitive, affective, and psychomotor. Their practices revealed a sophisticated understanding of how to assess different types of learning, showing a clear distinction between intra-curricular assessments focused on academic knowledge and co-curricular assessments aimed at holistic character and skill development.

The evaluation of the cognitive domain was primarily conducted through structured intra-curricular activities using a balanced mix of formative and summative assessments. Formative assessments were woven into the daily fabric of teaching. They were typically carried out after each learning objective was taught and included methods such as oral questioning to check for immediate understanding, interactive quizzes, class discussions, and exit tickets. For summative assessments, such as mid-term and end-of-semester exams, teachers leveraged technology extensively, utilizing platforms like Google Forms and the school's dedicated Computer-Based Test (CBT) system, Azahra. This use of technology streamlined the process of administering and scoring tests for large groups of students. The school established a clear criterion for success (Kriteria Ketercapaian Tujuan Pembelajaran or KKTP) using an interval scale rather than a single passing score. This scale provided a more nuanced picture of student achievement, which helped teachers accurately determine whether students needed targeted remedial support, further practice, or advanced enrichment activities.

The assessment of the affective and psychomotor domains was largely and effectively integrated into co-curricular activities, most notably the school-wide "Project to Strengthen the Profile of Pancasila Students and Rahmatan lil Alamin" (P5RA). This project-based learning approach provided an authentic context for students to apply their knowledge while developing essential life skills. Through these projects—which included activities like producing documentary films about local Islamic history or organizing community outreach programs—students engaged in activities that required practical skills, creativity, teamwork, and the demonstration of specific values.

Teachers evaluated students' affective development—such as tolerance, cooperation, responsibility, and empathy—through systematic observation using detailed checklists during group work and project implementation. Psychomotor skills were assessed through the evaluation of students' final products or

performances, such as the quality of a presentation, the craftsmanship of a historical poster, or the technical execution of a video. As one teacher explained, "Through P5RA, we don't just assess their knowledge. We observe their character, how they work together, and the quality of the final project they produce. It is a more complete picture of the student."

Enabling and Constraining Factors in Evaluation Practice

The study identified several distinct factors within the school ecosystem that either supported and enhanced or hindered the effective implementation of student evaluations. These factors highlight the interplay between teacher agency and the institutional environment.

The primary enabling factors were strong teacher competence and robust institutional support. All participating teachers held relevant academic qualifications (with many holding master's or doctoral degrees) and demonstrated a high level of commitment to their professional development. The school administration actively cultivated this by organizing regular in-house workshops and facilitating teacher participation in the regional MGMP. This collaborative professional culture was a significant asset, as teachers reported that working together to design assessments not only improved the quality of the instruments but also made the process more efficient and effective. Furthermore, the availability of well-maintained technological infrastructure, including multiple computer labs, a dedicated CBT system, and reliable internet in key areas, was a crucial enabler for modernizing assessment practices and managing large-scale evaluations efficiently.

Conversely, the main constraining factors were related to external technical challenges and internal variations in student readiness. Teachers consistently reported that unstable internet connectivity and occasional power outages were significant logistical hurdles that could disrupt technology-based assessments, causing delays and requiring last-minute adjustments. A more complex challenge, however, was the varying level of student preparedness for digital assessments. While the school provided infrastructure, some students faced difficulties due to a lack of suitable personal devices (e.g., smartphones) or limited digital literacy. This "digital divide" created equity concerns and required teachers to be highly flexible, often needing to provide alternative paper-based assessment methods or schedule additional sessions for affected students. As one participant stated, "The biggest challenge is when students' phones are not ready or the internet connection is slow. It can delay the evaluation process for everyone and feels unfair to some students. We have to find solutions on the spot." This underscores that even with strong teacher competence, external and student-related factors remain critical variables in the evaluation process.

Discussion

This study aimed to analyze the pedagogic competence of Islamic Education teachers in evaluating student learning outcomes within the context of Indonesia's Kurikulum Merdeka. The findings reveal that teachers at MAN 2 Kota Makassar demonstrate a high level of competence in designing and implementing holistic evaluations. This competence, however, is not exercised in a vacuum; it is shaped by a dynamic interplay between

professional skill, institutional support, and persistent contextual challenges. This section provides an in-depth interpretation of these findings, discusses their broader implications for educational policy and practice, and outlines the limitations of the study.

The Enactment of Pedagogic Competence in Evaluation

The results of this study show that teachers' pedagogic competence is not an abstract theoretical knowledge, but a practical, demonstrable skill enacted through a systematic and reflective evaluation process. The teachers' initial and consistent focus on understanding student characteristics through multiple diagnostic methods is a powerful illustration of this. This practice directly aligns with the core principles of student-centered and differentiated instruction, which are central to the philosophy of Kurikulum Merdeka. By moving beyond assumptions and actively gathering data on students' needs, interests, and learning styles, teachers showed a sophisticated understanding that effective teaching begins with knowing the learner. This approach reflects a deliberate shift from a one-size-fits-all model of instruction to one that acknowledges and strategically responds to individual learner variability (Tomlinson, 2014). This diagnostic phase was not merely a preliminary step but a continuous process that informed all subsequent instructional and assessment decisions, allowing teachers to design evaluations that were both relevant and equitable for their diverse student population.

Furthermore, the teachers' collaborative approach to designing assessment instruments through the Subject-Teacher Forum (MGMP) is a significant finding. This practice operationalizes the theoretical benefits of Professional Learning Communities (PLCs), transforming what could be an isolated and burdensome task into a collective, reflective endeavor (DuFour & Eaker, 1998). Within the MGMP, teachers engaged in professional dialogue, shared best practices, and provided peer feedback, which collectively enhanced the validity and reliability of the assessment tools they created. This finding strongly suggests that institutional structures that actively promote and formalize collaboration are critical for the successful and sustainable implementation of complex curriculum reforms. It reduces the pressure on individual teachers and fosters a shared culture of responsibility, innovation, and continuous improvement.

Holistic Assessment in Practice: Integrating Domains through P5RA

A significant and insightful finding of this study is the mechanism by which teachers successfully integrated the assessment of cognitive, affective, and psychomotor domains. While cognitive skills were effectively assessed through more traditional intra-curricular methods like tests and quizzes, the innovative use of the "Project to Strengthen the Profile of Pancasila Students and Rahmatan lil Alamin" (P5RA) provided a powerful and authentic platform for holistic evaluation. This approach moves education beyond the limitations of standardized testing, which often fails to capture the full spectrum of student capabilities, and aligns with the growing call for performance-based assessments that measure what students can do with their knowledge (Darling-Hammond & Adamson, 2014).

The P5RA framework was instrumental in this process. It created an applied learning context where students were

required to solve problems, collaborate, and create tangible products. This allowed teachers to assess affective and psychomotor skills in a naturalistic setting. For instance, by observing students during collaborative projects, teachers could evaluate critical affective competencies like teamwork, empathy, leadership, and tolerance—skills that are notoriously difficult to measure with traditional paper-and-pencil tools. The evaluation of student-produced artifacts, such as documentary videos, historical posters, or community presentations, provided a tangible measure of their psychomotor and creative skills. This demonstrates how a national-level policy initiative can be effectively translated into meaningful classroom practice. More importantly, within the context of Islamic education, this holistic approach allows teachers to assess not only students' knowledge (*ilmu*), but also their character (*akhlak*) and their ability to put values into practice (*amal*), fostering the well-rounded development envisioned in the goals of both the nation and Islamic pedagogy.

The Interplay of Enablers and Constraints

This study clearly underscores that teacher competence operates within a broader ecosystem of enabling and constraining factors. The high qualifications of the teachers and the strong, visible institutional support in the form of continuous professional development and robust technological infrastructure were clear enablers. The synergy between these elements is crucial; even the most competent and motivated teachers may struggle to innovate without adequate resources and a supportive school culture that values professional growth (OECD, 2019). The leadership at MAN 2 Kota Makassar actively cultivated an environment where teachers felt empowered to experiment and collaborate, which was fundamental to their success.

Conversely, the challenges posed by the "digital divide" and infrastructural instability highlight a critical and systemic issue in the implementation of modern educational reforms in many contexts. While technology offers powerful tools for enhancing and streamlining assessment, its effectiveness is entirely contingent on equitable access and reliable infrastructure. The fact that teachers consistently had to create workarounds and alternative assessments for students with limited devices or poor connectivity points to a systemic challenge that cannot be solved by teachers alone. This "digital divide" is not merely a technical inconvenience; it is a profound equity issue. It suggests that for educational policies promoting digital learning to be successful and just, they must be accompanied by broader, targeted initiatives from local and national governments to ensure digital equity for all students, regardless of their socioeconomic background. Without such measures, the promise of educational technology risks widening, rather than closing, existing achievement gaps.

Implications for Policy and Practice

The findings of this study offer several practical and actionable implications. For policymakers, this research provides tangible evidence that curriculum reforms like Kurikulum Merdeka are not just aspirational but can be successfully implemented when they are supported by sustained investment in teacher development and the cultivation of collaborative structures. However, it also serves as a critical reminder that policies promoting technological integration in education must address the underlying issue of digital equity head-on to avoid marginalizing students from less privileged backgrounds. This could involve funding for school-level device-

lending programs or partnerships to provide affordable internet access.

For school leaders and practitioners, this study highlights the immense value of fostering and protecting time for professional collaboration. The success of the MGMP model suggests that building in structured opportunities for teachers to work together is a high-impact strategy for improving instructional and assessment quality. It also provides a practical model for implementing holistic assessment through project-based learning frameworks like P5RA, which can be adapted to various subjects and contexts. Furthermore, the challenges identified suggest a need for schools to develop clear, proactive strategies for addressing technological disparities among students, rather than relying on individual teachers to manage these issues reactively.

Limitations and Future Research

This study has several limitations that should be acknowledged. As a qualitative case study conducted at a single, high-performing institution, the findings are context-specific and may not be generalizable to all secondary schools in Indonesia, particularly those with fewer resources or in more remote areas. The data also relied in part on teacher self-reports regarding their practices and beliefs, which may be influenced by social desirability. However, this limitation was substantially mitigated by the use of triangulation, which cross-verified self-reported data with direct classroom observations and analysis of documents.

Future research could build on these findings in several compelling directions. A comparative study involving different types of schools (e.g., public, private, secular, and those in rural vs. urban settings) could provide broader insights into how context shapes the implementation of evaluation practices under the new curriculum. A longitudinal study could track the long-term impact of project-based frameworks like P5RA on students' affective and psychomotor development as they progress through their education and beyond. Finally, given the challenges identified, further research is urgently needed to explore and evaluate scalable, effective strategies for overcoming the digital divide in diverse educational settings across Indonesia.

Conclusion

This study investigated the enactment of pedagogic competence through the evaluation practices of Islamic Education teachers at MAN 2 Kota Makassar. The research revealed that these teachers possess a high level of competence, which is demonstrated through a systematic and holistic approach to assessing student learning across cognitive, affective, and psychomotor domains. Teachers effectively translated the principles of the Kurikulum Merdeka into practice by first developing a deep understanding of their students' characteristics, which informed the design of differentiated and relevant assessments. Their collaborative work within the Subject-Teacher Forum (MGMP) proved essential for ensuring the quality and consistency of these evaluation instruments.

A key finding was the successful use of the Project to Strengthen the Profile of Pancasila Students and Rahmatan lil Alamin (P5RA) as a framework for authentic, integrated assessment. This approach allowed teachers to move

beyond traditional testing and evaluate students' character, values, and practical skills in applied, real-world contexts. However, the study also concludes that the successful implementation of these advanced evaluation practices is not solely dependent on teacher skill. It is significantly influenced by the surrounding ecosystem, including strong institutional support, professional collaboration, and reliable technological infrastructure. While institutional support acted as a powerful enabler, challenges related to the digital divide and technical instability emerged as significant constraints that require systemic solutions.

In conclusion, this study affirms that pedagogic competence in evaluation is a dynamic and context-dependent practice. For teachers to effectively implement holistic assessment as envisioned in modern curriculum reforms, they require both individual professional skill and a supportive, well-resourced institutional environment. The experience at MAN 2 Kota Makassar provides valuable insights and a practical model for how schools can foster this synergy to enhance the quality of teaching and support the comprehensive development of every student.

Recommendations

Based on the findings and discussion presented in this study, several recommendations are proposed for various stakeholders to enhance pedagogic competence and evaluation practices in education.

For Policymakers (Ministry of Religious Affairs and Ministry of Education and Culture)

1. **Address the Digital Divide with Targeted Policies:** The study identified the digital divide as a significant barrier to equitable assessment. It is recommended that policymakers develop and fund national or regional programs aimed at ensuring all students have access to necessary digital devices and reliable internet connectivity. Without addressing this foundational issue, the potential of technology-enhanced learning and assessment cannot be fully realized.
2. **Strengthen and Formalize Professional Learning Communities (PLCs):** The success of the Subject-Teacher Forum (MGMP) demonstrates the value of collaborative professional development. Policymakers should continue to support and strengthen these communities by providing dedicated funding, resources, and formal recognition for their role in improving teacher competence and ensuring the quality of curriculum implementation.

For School Leaders and Administrators

1. **Sustain and Deepen Teacher Professional Development:** School leaders should continue to invest in ongoing, targeted professional development for teachers. Training should focus not only on the principles of the Kurikulum Merdeka but also on practical skills such as using advanced digital assessment tools, interpreting assessment data for instructional improvement, and developing strategies for differentiated assessment.
2. **Establish a School-Level Digital Equity Plan:** To mitigate the challenges identified in the study, school leaders are encouraged to develop a proactive plan to support students with limited technological access.

This could include establishing a device-lending library, providing dedicated time in computer labs for assessments, or offering workshops for students to improve their digital literacy skills.

3. **Enhance the P5RA Framework:** School leaders should encourage the further development and enrichment of the P5RA projects. This could involve creating more opportunities for interdisciplinary collaboration among teachers and forging partnerships with community organizations to provide students with even more authentic, real-world learning and assessment experiences.

For Teachers and Practitioners

1. **Expand the Use of Holistic Assessment Practices:** Teachers are encouraged to continue leveraging project-based frameworks like P5RA to assess a wide range of student competencies. Systematically documenting student growth in the affective and psychomotor domains—in addition to cognitive skills—will provide a complete and more meaningful picture of their development.
2. **Actively Engage in Professional Collaboration:** Teachers should continue to actively participate in PLCs like the MGMP. These platforms are invaluable for sharing successful assessment strategies, collaboratively solving common problems, and staying current with best practices in pedagogy and evaluation.

For Future Researchers

1. **Conduct Comparative and Cross-Contextual Studies:** To enhance the generalizability of these findings, future research should be conducted in a variety of school settings, including rural schools, private institutions, and schools with different levels of resources. Comparative studies would provide valuable insights into how context influences the implementation of evaluation practices.
2. **Undertake Longitudinal Research:** Longitudinal studies are recommended to track the long-term impact of holistic assessment frameworks like P5RA on student outcomes, including academic achievement, character development, and career readiness.
3. **Investigate Solutions to the Digital Divide:** There is a critical need for research focused on identifying and evaluating effective, scalable interventions to address digital inequity in Indonesian educational settings.

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